

115TH CONGRESS
2D SESSION

H. R. 4914

To better support our early childhood educators and elementary school and secondary school teachers, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 2, 2018

Mr. NORCROSS (for himself and Mr. PASCRELL) introduced the following bill; which was referred to the Committee on Education and the Workforce, and in addition to the Committee on Ways and Means, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

A BILL

To better support our early childhood educators and elementary school and secondary school teachers, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE AND FINDINGS.**

4 (a) SHORT TITLE.—This Act may be cited as the
5 “Supporting the Teaching profession through Revitalizing
6 Investments in Valuable Educators Act” or the “STRIVE
7 Act”.

8 (b) FINDINGS.—Congress finds the following:

1 (1) States identified significant teacher short-
2 ages in their reports to the Department of Edu-
3 cation during the 2015–2016 school year, with 48
4 States identifying shortages in special education, 42
5 identifying teacher shortages in mathematics, and
6 40 identifying teacher shortages in science. One rea-
7 son for the shortages in these areas is because math-
8 ematics and science teachers can earn significantly
9 higher starting salaries in the private sector. Fur-
10 ther, rural communities face limitations in recruiting
11 and retaining teachers for reasons such as funding
12 issues, limited teacher supply, and geographic isola-
13 tion.

14 (2) Students in high-poverty and high-minority
15 schools, both urban and rural, typically feel the larg-
16 est impact of teacher shortages. These schools often
17 experience difficulty hiring and high turnover on a
18 regular basis, and they are the most severely af-
19 fected when teacher shortages become widespread.
20 This happens, in part, because inequitable funding
21 of schools leaves many low-wealth urban and rural
22 communities with inadequate resources, so they
23 must pay lower salaries and typically have poorer
24 working conditions.

1 (3) According to a study by Mathematica, when
2 high-performing teachers were offered large financial
3 incentives to transfer to low-performing schools,
4 their students' scores climbed 10 points in reading
5 and 9 points in math compared to students state-
6 wide over 2 years.

7 (4) According to a survey conducted by Scho-
8 lastic, 97 percent of teachers list supportive school
9 leadership as essential or very important for retain-
10 ing strong teachers and improving student achieve-
11 ment, more than any other factor.

12 (5) Research suggests that incurring postsec-
13 ondary education debt can decrease the likelihood
14 that high-achieving students, lower-income students,
15 and students of color choose to work in lower-wage
16 professions in general, especially in the education
17 system. Therefore, loan forgiveness and service
18 scholarships for teachers may be especially effective
19 for recruiting teachers and school leaders from di-
20 verse, lower-income backgrounds.

21 (6) According to the Learning Policy Institute,
22 teacher loan forgiveness and service scholarship pro-
23 grams can be successful in both recruiting and re-
24 taining teachers. To be effective, these programs
25 should provide a financial benefit that meaningfully

1 offsets the cost of a teacher's professional prepara-
2 tion. This includes covering licensing and certifi-
3 cation costs.

4 (7) A 2015 Government Accountability Office
5 study of Federal grant and loan forgiveness pro-
6 grams for teachers found that the structure of these
7 programs matters. Further research shows effective
8 loan forgiveness and service scholarship programs
9 follow 5 design principles. These programs—

10 (A) cover all or a large percentage of tui-

11 tion;

12 (B) target high-need fields or schools, or

13 both;

14 (C) recruit candidates who are academi-

15 cally strong, committed to teaching, and well-

16 prepared;

17 (D) commit recipients to teach with rea-

18 sonable incentives to fulfill their commitment;

19 and

20 (E) are bureaucratically manageable for

21 participating teachers, local educational agen-

22 cies, and institutions of higher education.

23 (8) The TEACH grant program under subpart
24 9 of part A of title IV of the Higher Education Act
25 of 1965 (20 U.S.C. 1070g et seq.) provides up to

1 \$16,000 in grants to prospective teachers who agree
2 to teach in low-income schools and high-need subject
3 areas for 4 years. This is far below the Department
4 of Education's most recent estimate of the average
5 annual cost of approximately \$25,409 in tuition,
6 fees, and room and board at the average full-time
7 undergraduate 4-year institution.

8 (9) The National Center for Education Statis-
9 tics found that more than $\frac{2}{3}$ of the individuals en-
10 tering the education field borrow money to pay for
11 their higher education. Teachers with a bachelor's
12 degree have an average debt of \$20,000 and teach-
13 ers with a master's degree have an average debt of
14 \$50,000. Teachers also start out earning 20 percent
15 less than their peers with comparable degrees who
16 pursue jobs outside of education. These
17 compounding factors can disincentivize prospective
18 teachers from entering the profession.

19 (10) In evaluating the TEACH grant program,
20 the Government Accountability Office found that al-
21 most $\frac{2}{3}$ of the requests for assistance under the pro-
22 gram from October 2011 through March 2014 cited
23 problems submitting certification paperwork. The
24 Government Accountability Office recommended im-
25 provements in the program's design, including re-

1 ducing burdensome annual paperwork, increasing
2 awareness about the program, and streamlining the
3 dispute process.

4 (11) Spending by teachers on school supplies
5 adds up to \$1,600,000,000 nationally. According to
6 the Education Market Association, most teachers
7 spend around \$500, with 10 percent spending
8 \$1,000 or more.

9 (12) Teacher quality partnerships are designed
10 to strengthen higher education-based teacher and
11 school leader preparation. Studies show that teach-
12 ers who are better prepared to enter the classroom
13 stay longer and perform better than their underpre-
14 pared peers. Teacher quality partnerships also fund
15 programs like induction and mentoring that have
16 been shown to increase teacher and school leader re-
17 tention. Research indicates that the ongoing support
18 for teachers provided by teacher quality partner-
19 ships, including mentoring and coaching, is an im-
20 portant part of early childhood education programs.

21 (13) According to the Center for Education
22 Data and Research, a more diverse teaching work-
23 force leads to better student outcomes, particularly
24 in high-poverty environments with significant at-risk
25 student populations. Further, researchers from Van-

1 derbilt University found that greater racial and eth-
2 nic diversity in the principal corps benefits students,
3 especially children of color. Three commonly cited
4 rationales for this benefit are—

5 (A) students of color benefit from seeing
6 minority adult role models in a position of au-
7 thority;

8 (B) the higher expectations that teachers
9 of color tend to place on students of color; and

10 (C) the effect of cultural differences be-
11 tween teachers of different backgrounds on in-
12 structional strategies and interpretation of stu-
13 dents' behavior.

14 (14) According to the report entitled “Empow-
15 ered Educators: How Leading Nations Design Sys-
16 tems for Teaching Quality”, effective teacher prepa-
17 ration successfully integrates theory and practice
18 components. Further, according to the “Preparing
19 Teachers for a Changing World” report sponsored
20 by the National Academy Foundation, highly effec-
21 tive teachers vary in styles, yet have many teaching
22 strategies in common. Research has identified a set
23 of knowledge, skills, and dispositions essential for
24 beginning teachers that should be incorporated into
25 the teacher education curriculum. This includes the

1 opportunity and capacity to reflect on and evaluate
2 skills and to learn from practice. Evidence-based
3 teacher preparation includes developing teacher
4 skills, content knowledge, inquiry, and the capacity
5 to provide effective learning experiences for a diverse
6 set of students.

7 (15) As it does in medicine, the Federal Gov-
8 ernment should maintain a substantial, sustained
9 program of service scholarships or loan forgiveness
10 programs that cover training costs in high-quality
11 preparation programs at the undergraduate or grad-
12 uate level for those who will teach in a high-need
13 field or location for at least 4 years, as candidates
14 are much more likely to remain in the profession
15 and to make a difference for student achievement
16 after 3 years of teaching. State governments can
17 augment such an approach with programs targeted
18 to specific local needs.

19 (16) Research has shown the impact cultural
20 competence can have on closing student achievement
21 gaps and improving student outcomes by incor-
22 porating racial and ethnic minority contributions in
23 curricula and diversifying pedagogical practices. Cul-
24 tural competence is both a moral and ethical respon-
25 sibility to create a welcoming environment for stu-

1 dents to succeed. The impact of having educators
2 who have the ability to challenge and motivate di-
3 verse student populations can dramatically improve
4 our educational system and student outcomes.

5 **TITLE I—IMPROVING TEACHER**
6 **SUPPORT UNDER THE ELE-**
7 **MENTARY AND SECONDARY**
8 **EDUCATION ACT OF 1965**

9 **SEC. 101. MANDATORY FUNDING FOR PROGRAMS PRE-**
10 **PARING, TRAINING, AND RECRUITING HIGH-**
11 **QUALITY TEACHERS, PRINCIPALS, OR OTHER**
12 **SCHOOL LEADERS.**

13 Section 2003 of the Elementary and Secondary Edu-
14 cation Act of 1965 (20 U.S.C. 6603) is amended—

15 (1) in the section heading, by striking “**AU-**
16 **THORIZATION OF APPROPRIATIONS**” and insert-
17 ing “**FUNDING**”; and

18 (2) by striking subsection (a) and inserting the
19 following:

20 “(a) APPROPRIATIONS FOR PART A.—For fiscal year
21 2018 and each subsequent fiscal year, there are authorized
22 to be appropriated, and there are appropriated, out of any
23 funds not otherwise appropriated, \$3,200,000,000.”.

**TITLE II—TEACHER LOAN
FORGIVENESS PROGRAMS**

**SEC. 201. TEACHER LOAN FORGIVENESS PROGRAMS AND
GRANTS.**

(a) REPAYMENT PLAN FOR QUALIFYING TEACHERS.—

(1) IN GENERAL.—Section 455 of the Higher Education Act of 1965 (20 U.S.C. 1087e) is amended by adding at the end the following:

“(r) REPAYMENT PLAN FOR QUALIFYING TEACHERS.—

“(1) IN GENERAL.—The Secretary shall cancel a portion, in accordance with paragraph (2), of the balance of interest and principal due on any eligible Federal Direct Loan not in default for a borrower who, in a 12-month time period—

“(A) has made 12 consecutive on-time monthly payments on the eligible Federal Direct Loan, in an amount equal to or greater than the amount of payments for the borrower under an income-based repayment plan under section 493C (regardless of whether some or all of those payments were made before the effective date of the Supporting the Teaching Pro-

1 fession through Revitalizing Investments in Val-
2 uable Educators Act); and

3 “(B)(i) is employed in a qualifying teach-
4 ing position at the time of such forgiveness; and

5 “(ii) has been employed in a qualifying
6 teaching position during the period in which the
7 borrower made each of the 12 payments de-
8 scribed in subparagraph (A).

9 “(2) LOAN CANCELLATION AMOUNT.—

10 “(A) IN GENERAL.—The portion to be can-
11 celled under this paragraph shall be—

12 “(i) for each of—

13 “(I) the first 5 years that the
14 borrower qualifies under paragraph
15 (1), in the case of a borrower em-
16 ployed for such year in a full-time
17 qualifying teaching position in the
18 subject of English as a second lan-
19 guage, science, technology, engineer-
20 ing, mathematics, special education,
21 or career and technical education, 15
22 percent of the balance of principal and
23 interest due on all of the eligible Fed-
24 eral Direct Loans of the borrower, as

1 of the final day of that 1-year employ-
2 ment period; or

3 “(II) the first 6 years (or the
4 equivalent calculated under subpara-
5 graph (B)(i)) that the borrower quali-
6 fies under paragraph (1)—

7 “(aa) in the case of a bor-
8 rower employed for such year in
9 a full-time qualifying teaching
10 position in a subject that is not
11 described in subclause (I), 10
12 percent of the balance of prin-
13 cipal and interest due on all of
14 the eligible Federal Direct Loans
15 of the borrower, as of the final
16 day of that 1-year employment
17 period; or

18 “(bb) in the case of a bor-
19 rower employed for such year in
20 a part-time qualifying teaching
21 position (regardless of subject), 5
22 percent of the balance of prin-
23 cipal and interest due on all of
24 the eligible Federal Direct Loans
25 of the borrower, as of the final

1 day of that 1-year employment
2 period; and

3 “(ii) after the borrower has received
4 partial loan cancellation described in clause
5 (i)—

6 “(I) for 5 years, in the case of a
7 borrower described in clause (i)(I),
8 and then qualifies for loan cancella-
9 tion under paragraph (1) for a sixth
10 year, all of the borrower’s remaining
11 obligation to repay the balance of
12 principal and interest due, as of the
13 date of such calculation, on all of the
14 eligible Federal Direct Loan made to
15 a borrower; or

16 “(II) for 6 years (or the equiva-
17 lent calculated under subparagraph
18 (B)(i)), in the case of a borrower de-
19 scribed in clause (i)(II), and then
20 qualifies for loan cancellation under
21 paragraph (1) for a seventh year (or
22 the equivalent calculated under sub-
23 paragraph (B)(ii)), all of the bor-
24 rower’s remaining obligation to repay
25 the balance of principal and interest

1 due, as of the date of such calculation,
2 on all of the eligible Federal Direct
3 Loan made to a borrower.

4 “(B) SPECIAL RULE REGARDING PART-
5 TIME TEACHING.—

6 “(i) GENERAL RULE.—In the case of
7 a borrower who qualifies for loan cancella-
8 tion under subparagraph (A) for one or
9 more years through a part-time qualifying
10 teaching position, the Secretary shall de-
11 termine when the equivalent of 6 years of
12 partial cancellation for full-time employ-
13 ment has been met for purposes of sub-
14 paragraph (A)(ii)(II) by giving the bor-
15 rower credit for one-half of a year for each
16 year that the borrower receives partial
17 part-time cancellation under subparagraph
18 (A)(i)(II)(bb).

19 “(ii) RULE FOR FINAL CANCELLA-
20 TION.—A borrower who wishes to complete
21 the equivalent of the seventh year of teach-
22 ing necessary for complete cancellation
23 under subparagraph (A)(ii)(II) through
24 employment in a part-time qualifying
25 teaching position—

1 “(I) shall be required to qualify
 2 for loan cancellation through a part-
 3 time qualifying teaching position for 2
 4 additional years; and

5 “(II) notwithstanding subpara-
 6 graph (A), shall receive partial can-
 7 cellation, in accordance with subpara-
 8 graph (A)(i)(II)(bb), for the first of
 9 such 2 years.

10 “(3) ELIGIBILITY PROVISIONS.—

11 “(A) CERTIFICATION.—A borrower who
 12 desires to participate in the repayment plan
 13 under this subsection shall submit to the Sec-
 14 retary an employer certification, as required by
 15 the Secretary, of the employment dates for the
 16 qualifying service.

17 “(B) INELIGIBILITY FOR DOUBLE BENE-
 18 FITS.—

19 “(i) IN GENERAL.—No borrower may,
 20 for the same service, receive a reduction of
 21 loan obligations under both this subsection
 22 and section 428J, 428K, 428L, or 460.

23 “(ii) INELIGIBILITY OF EDUCATION
 24 AWARD.—No borrower may count any pay-
 25 ments made from an education award re-

1 ceived under subtitle D of title I of the Na-
2 tional and Community Service Act of 1990
3 (42 U.S.C. 12601 et seq.) toward the pay-
4 ments required under paragraph (1).

5 “(C) CONTINUED ELIGIBILITY.—A teacher
6 who is employed, for consecutive years (exclud-
7 ing a documented medical leave of absence or
8 military service), in a qualifying teaching posi-
9 tion at a school that meets the requirements of
10 paragraph (6)(C)(i) for a school year but fails
11 to meet such requirements in subsequent years,
12 shall be deemed to be in a qualifying teaching
13 position, for purposes of this subsection, for all
14 of the consecutive subsequent years during
15 which the teacher remains at the school.

16 “(4) STATE CERTIFICATION.—

17 “(A) STATE RESPONSIBILITIES.—Each
18 State educational agency that receives assist-
19 ance under part A of title I of the Elementary
20 and Secondary Education Act of 1965 shall
21 provide to the Secretary an annual list of the
22 elementary schools and secondary schools in the
23 State that meet the requirements of subclauses
24 (I) and (II) of paragraph (6)(C)(i).

1 “(B) DISSEMINATION OF SCHOOL LISTS.—

2 The Secretary shall—

3 “(i) in coordination with the Secretary
4 of the Interior, develop a list of elementary
5 schools and secondary schools that meet
6 the requirement of paragraph
7 (6)(C)(i)(III); and

8 “(ii) make the lists developed under
9 clause (i) and provided under subpara-
10 graph (A) easily accessible for applicants
11 and recipients of TEACH Grants.

12 “(5) SPECIAL DEFERRAL.—

13 “(A) IN GENERAL.—In addition to any
14 deferment for which a borrower of an eligible
15 Federal Direct Loan may be eligible under sec-
16 tion 455(f), a borrower shall be eligible for
17 deferment, as described in section 455(f)(1), for
18 a period not in excess of 2 years if—

19 “(i) the borrower has qualified for
20 partial loan forgiveness under paragraph
21 (1) for the immediately preceding year;
22 and

23 “(ii) the borrower is unable to con-
24 tinue working in a qualified teaching posi-

tion during the period of deferment, due
to—

“(I) extenuating or unforeseen financial circumstances or health reasons; or

“(II) other extraordinary circumstances as determined by the Secretary.

“(6) DEFINITIONS.—In this subsection:

“(A) ELIGIBLE FEDERAL DIRECT LOAN.—

The term ‘eligible Federal Direct Loan’ means a Federal Direct Stafford Loan, Federal Direct PLUS Loan, Federal Direct Unsubsidized Stafford Loan, or Federal Direct Consolidation Loan.

“(B) PART-TIME.—The term ‘part-time’,

when used in reference to a teacher for a particular school year, means a teacher who works in such year a number of hours that is not less than 50 percent, but less than 100 percent, of the hours worked by an average full-time teacher in the local educational agency that serves the area where the teacher is employed.

“(C) QUALIFYING TEACHING POSITION.—

The term ‘qualifying teaching position’ means

1 part-time or full-time employment (not includ-
2 ing a substitute teaching assignment)—

3 “(i) in—

4 “(I) a public or nonprofit private
5 elementary school or secondary school,
6 that, for the purpose of this para-
7 graph and for that year—

8 “(aa) has been determined
9 by the Secretary (pursuant to
10 regulations of the Secretary and
11 after consultation with the State
12 educational agency of the State
13 in which the school is located) to
14 be a school in which the number
15 of children meeting a measure of
16 poverty under section 1113(a)(5)
17 of the Elementary and Secondary
18 Education Act of 1965, exceeds
19 70 percent of the total number of
20 children enrolled in such school;
21 and

22 “(bb) is in the school district
23 of a local educational agency that
24 is eligible in such year for assist-
25 ance pursuant to part A of title

1 I of the Elementary and Sec-
2 ondary Education Act of 1965;

3 “(II) a public or nonprofit pri-
4 vate elementary school or secondary
5 school served by an educational serv-
6 ice agency, or a location operated by
7 an educational service agency, that,
8 for the purpose of this paragraph and
9 for that year, has been determined by
10 the Secretary (pursuant to regulations
11 of the Secretary and after consulta-
12 tion with the State educational agency
13 of the State in which the educational
14 service agency operates) to be a school
15 or location at which the number of
16 children taught who meet a measure
17 of poverty under section 1113(a)(5) of
18 the Elementary and Secondary Edu-
19 cation Act of 1965, exceeds 30 per-
20 cent of the total number of children
21 taught at such school or location;

22 “(III) an elementary school or
23 secondary school that is funded by the
24 Bureau of Indian Education; or

1 “(IV) in the case of an individual
2 who is an early childhood educator, an
3 early childhood education program;

4 “(ii) through which the individual pro-
5 vides direct classroom teaching, or class-
6 room-type teaching in a nonclassroom set-
7 ting, including—

8 “(I) special education teachers;

9 “(II) career and technical edu-
10 cation teachers;

11 “(III) teachers in the field of
12 science, technology, engineering,
13 mathematics, or other subjects;

14 “(IV) early childhood educators;
15 and

16 “(V) English as a second lan-
17 guage teachers; and

18 “(iii) with respect to which the indi-
19 vidual meets the requirements of an effec-
20 tive teacher or effective early childhood ed-
21 ucator, as determined by the State in ac-
22 cordance with part A of title I and title II
23 of the Elementary and Secondary Edu-
24 cation Act of 1965 (20 U.S.C. 6311 et
25 seq., 6601 et seq.).”.

1 (2) EFFECTIVE DATE.—The amendment made
2 by this subsection shall be effective on the date that
3 is 1 year after the date of enactment of this Act.

4 (b) TAX TREATMENT OF CANCELLATION OF STU-
5 DENT LOANS.—

6 (1) IN GENERAL.—Subsection (f) of section 108
7 of the Internal Revenue Code of 1986 is amended by
8 adding at the end the following new paragraph:

9 “(6) CANCELLATIONS UNDER STRIVE ACT
10 TEACHER LOAN FORGIVENESS PROGRAMS.—In the
11 case of an individual, gross income does not include
12 any amount which (but for this subsection) would be
13 includible in gross income for the taxable year by
14 reasons of the cancellation (in whole or in part)
15 under section 455(r) of the Higher Education Act of
16 1965 of any eligible Federal Direct Loan (as defined
17 in section 455(r)(6)(A) of such Act).”.

18 (2) EFFECTIVE DATE.—The amendment made
19 by this subsection shall apply to cancellations of in-
20 debtedness after the date that is 1 year after the
21 date of the enactment of this Act.

22 **SEC. 202. TEACH GRANTS.**

23 (a) AMENDMENTS.—Subpart 9 of part A of title IV
24 of the Higher Education Act of 1965 (20 U.S.C. 1070g
25 et seq.) is amended—

1 (1) in section 420M (20 U.S.C. 1070g–1)—

2 (A) in subsection (a)(1), by striking
3 “\$4,000” and inserting “\$12,000”; and

4 (B) in subsection (d)—

5 (i) in paragraph (1)(B), by striking
6 “\$16,000” and inserting “\$48,000”; and

7 (ii) in paragraph (2), by striking
8 “\$8,000” and inserting “\$16,000”; and

9 (2) in section 420N (20 U.S.C. 1070g–2)—

10 (A) in subsection (a)(2)(B), in the matter
11 preceding clause (i), by inserting “, including
12 an early childhood teacher (defined in this sec-
13 tion as a teacher who has primary responsibility
14 for the learning and development of children
15 within an early childhood education program),”
16 after “prospective teacher”;

17 (B) in subsection (b)—

18 (i) in paragraph (1)(A), by striking
19 “4 academic years within 8 years” and in-
20 serting “8 academic years within 10
21 years”; and

22 (ii) by striking subparagraphs (B) and
23 (C) and inserting the following:

“(B) teach in an elementary school, secondary school, or an early childhood education program;

“(C) teach in—

“(i) a school described in section 465(a)(2)(A); and

“(ii) any of the following fields—

“(I) mathematics;

“(II) science;

“(III) technology;

“(IV) engineering;

“(V) career and technical education;

“(VI) a foreign language;

“(VII) bilingual education;

“(VIII) special education;

“(IX) as a reading specialist;

“(X) as a writing specialist; or

“(XI) another field designated as high need by the most recent list described in subsection (d)(1);”;

(C) in subsection (c)—

(i) by striking “SERVICE” and all that follows through “event” and inserting the following: “SERVICE.—

1 “(1) IN GENERAL.—In the event”;

2 (ii) by inserting “paragraph (2) and
3 the” after “in accordance with”; and

4 (iii) by adding at the end the fol-
5 lowing:

6 “(2) PARTIAL FORGIVENESS OF REPAYMENT.—

7 In the event that a recipient described in paragraph
8 (1) has fulfilled a portion of the service obligation in
9 the agreement under subsection (b), the amount that
10 is treated as a Federal Direct Unsubsidized Stafford
11 Loan under part D of title IV and subject to repay-
12 ment (together with the interest thereon) for that
13 recipient shall be reduced by an amount that bears
14 the same ratio to the total amount of the recipient’s
15 grant under this subpart as the amount of time the
16 recipient has fulfilled of the recipient’s service obli-
17 gation bears to the total amount of time of the serv-
18 ice obligation in the agreement under subsection
19 (b).”; and

20 (D) in subsection (d)—

21 (i) by redesignating paragraphs (1)
22 and (2) as paragraphs (2) and (3), respec-
23 tively;

24 (ii) in paragraph (2), as redesignated
25 by clause (i), by striking “subsection

1 (b)(1)(C)(vii)” and inserting “paragraph
2 (1)”;

3 (iii) by inserting before paragraph (2),
4 as redesignated by clause (i), the following:

5 “(1) HIGH-NEED DESIGNATION.—The Sec-
6 retary shall develop, periodically update, and publish
7 a list of designated high-need fields for purposes of
8 this subpart.”.

9 (b) SIMPLIFICATION OF THE APPLICATION PROCESS
10 AND STREAMLINING THE TEACH GRANT DISPUTE PROC-
11 ESS.—Section 420P of the Higher Education Act of 1965
12 (20 U.S.C. 1070g–4) is amended—

13 (1) in the section heading, by inserting “; **PRO-**
14 **GRAM IMPROVEMENT**” after “**PROGRAM RE-**
15 **PORT**”;

16 (2) by striking “Not later” and inserting the
17 following:

18 “(a) PROGRAM REPORT.—Not later”; and

19 (3) by adding at the end the following:

20 “(b) PROGRAM IMPROVEMENT.—By not later than 6
21 months after the date of enactment of the Supporting the
22 Teaching Profession through Revitalizing Investments in
23 Valuable Educators Act, and periodically thereafter, the
24 Secretary shall—

1 “(1) work with States to identify and imple-
2 ment a process for increasing awareness of, and sim-
3 plifying the application process for—

4 “(A) TEACH Grants;

5 “(B) loan forgiveness, in accordance with
6 section 420N(c)(2), for any amount of a
7 TEACH Grant to a student that is converted to
8 a loan under section 420N(c)(1); and

9 “(C) waivers of the service obligation for
10 TEACH Grants, in accordance with section
11 420N(d)(3); and

12 “(2)(A) review the procedures, including the
13 dispute resolution procedures, of the process through
14 which the service obligation of a recipient of a
15 TEACH grant is converted to a loan under section
16 420N(c)(1) or waived under such 420N(d)(3); and

17 “(B) disseminate and make publicly available
18 and easily accessible to the appropriate audiences
19 clear, consistent information on the procedures, in-
20 cluding—

21 “(i) an explanation that recipients have an
22 option to dispute the conversion or waiver deci-
23 sion;

24 “(ii) how a recipient can initiate a dispute;
25 and

1 “(iii) the specific criteria considered in the
2 adjudicating process.”.

3 (c) DATA REGARDING FEDERAL LOAN FORGIVENESS
4 AND SERVICE SCHOLARSHIP PROGRAMS.—Each year, the
5 Secretary of Education shall prepare and make publicly
6 available data on the Federal loan forgiveness and service
7 scholarship programs administered by the Secretary, in-
8 cluding, for each program and for the most recent year
9 for which data are available, the rates of loan cancellation
10 under such program, the rates of completion of any service
11 requirement required for the program, and the conversion
12 rate regarding how many grants or scholarships are con-
13 verted to loans for repayment based on the student’s fail-
14 ure to complete the program or any required service obli-
15 gation.

16 (d) EFFECTIVE DATE.—This section, and the amend-
17 ments made by this section, shall take effect on July 1,
18 2018.

19 **SEC. 203. PROGRAM TO SUBSIDIZE TEACHER CERTIFI-**
20 **CATION AND LICENSING FEES.**

21 (a) IN GENERAL.—Subpart 9 of part A of title IV
22 of the Higher Education Act of 1965 (20 U.S.C. 1070g
23 et seq.), as amended by this title, is further amended by
24 adding at the end the following:

1 **“SEC. 420Q. PROGRAM TO SUBSIDIZE TEACHER CERTIFI-**
2 **CATION AND LICENSING FEES.**

3 “(a) DEFINITIONS.—In this section:

4 “(1) LOW-INCOME INDIVIDUAL.—The term
5 ‘low-income individual’ has the meaning given the
6 term in section 402A(h).

7 “(2) TEACHING PROFESSION.—The term
8 ‘teaching profession’ includes elementary education,
9 secondary education, and early childhood education.

10 “(b) PROGRAM AUTHORIZED.—From amounts ap-
11 propriated under subsection (g), the Secretary shall carry
12 out a program of awarding grants to State educational
13 agencies, through allotments described in subsection (c),
14 to enable the State educational agencies to subsidize
15 teacher certification and licensing fees for low-income indi-
16 viduals who are entering the teaching profession.

17 “(c) ALLOTMENTS.—Each State submitting an ap-
18 proved application under this section for a fiscal year shall
19 receive an allotment that bears the same ratio to the total
20 amount made available under this section for such fiscal
21 year as the number of local educational agencies located
22 in the State bears to the total number of local educational
23 agencies in all States with approved applications.

24 “(d) APPLICATION.—A State educational agency de-
25 siring a grant under this section shall submit to the Sec-

1 retary an application at such time, in such manner, and
2 containing such information as the Secretary may require.

3 “(e) USE OF FUNDS.—

4 “(1) IN GENERAL.—A State educational agency
5 receiving a grant under this section for a fiscal year
6 shall use grant funds to reimburse or subsidize the
7 teacher or early childhood educator examination and
8 other certification or licensure fees for a low-income
9 individual entering the teaching profession who re-
10 sides in, and attended a teacher preparation pro-
11 gram in, the State, which may include fees for—

12 “(A) additional certification or licensure
13 for the individual in a high-need field included
14 on the list described in section 420N(d)(1);

15 “(B) National Board certification;

16 “(C) maintaining active status with a pro-
17 fessional disciplinary organization aligned with
18 the high-need field included on the list de-
19 scribed in section 420N(d)(1); or

20 “(D) in the case of early childhood edu-
21 cators, further education necessary in order to
22 become highly competent and successfully take
23 such examination or obtain such certification or
24 licensure (such as English as a second language

1 classes, community college courses, and con-
 2 tinuing and distance education).

3 “(2) PRIORITY IN REIMBURSEMENT.—A State
 4 educational agency receiving a grant under this sec-
 5 tion shall, in reimbursing or subsidizing fees in ac-
 6 cordance with paragraph (1), give a priority to
 7 teachers and early childhood educators who are
 8 members of populations underrepresented in the
 9 teaching or early childhood care profession, respec-
 10 tively.

11 “(f) ADDITIONAL FUNDS.—Grant funds made avail-
 12 able under this section to a State educational agency shall
 13 remain available to the State until expended.

14 “(g) AUTHORIZATION OF APPROPRIATIONS.—There
 15 are authorized to be appropriated to carry out this section
 16 \$50,000,000 for fiscal year 2019 and each of the 5 suc-
 17 ceeding fiscal years.”.

18 (b) EFFECTIVE DATE.—The amendment made by
 19 this section shall take effect on July 1, 2018.

20 **TITLE III—TEACHER QUALITY** 21 **PARTNERSHIPS**

22 **SEC. 301. PURPOSE.**

23 The purposes of this title are—

1 (1) to ensure that early childhood educators
 2 have the financial and academic support needed to
 3 remain in the profession; and

4 (2) to strengthen the quality of early childhood
 5 education teaching supports.

6 **SEC. 302. PROVIDING ACCESS FOR EARLY CHILDHOOD**
 7 **EDUCATORS TO TRAINING PROGRAMS.**

8 (a) DEFINITION OF EARLY CHILDHOOD EDUCATION
 9 PROGRAM.—Section 103(8)(C)(i) of the Higher Education
 10 Act of 1965 (20 U.S.C. 1003(8)(C)(i)) is amended by
 11 striking “age six” and inserting “age six, or the age of
 12 entry into elementary school, and”.

13 (b) BROADENING DEFINITIONS.—Section 200 of the
 14 Higher Education Act of 1965 (20 U.S.C. 1021) is
 15 amended—

16 (1) in paragraph (4), by inserting “and includes
 17 an individual employed as a master teacher, lead
 18 teacher, or classroom aide” before the period at the
 19 end;

20 (2) in paragraph (6)(A)(ii)(II), by striking “as
 21 applicable,”;

22 (3) in paragraph (14)—

23 (A) in the matter preceding subparagraph

24 (A)—

1 (i) by inserting “, and for new early
2 childhood educators during not less than
3 the educators’ first two years of teaching,”
4 after “two years of teaching”; and

5 (ii) by inserting “or beginning early
6 childhood educators” after “beginning
7 teachers”;

8 (B) in subparagraph (A), by striking
9 “teacher mentoring” and inserting “teacher and
10 educator mentoring”;

11 (C) in subparagraph (B)—

12 (i) by inserting “or early childhood
13 educators, as the case may be,” after “with
14 teachers”;

15 (ii) by striking “mentor teachers” and
16 inserting “mentor teachers or early child-
17 hood educators”; and

18 (iii) by inserting “or early childhood
19 educators” after “among teachers”;

20 (D) in subparagraph (D), by striking “new
21 teachers” and inserting “new teachers and new
22 early childhood educators”;

23 (E) in subparagraph (F)(ii), by inserting
24 “and early childhood educators” after “teach-
25 ers”;

1 (F) in subparagraph (G)—

2 (i) by inserting “and exemplary early
3 childhood educators” after “exemplary
4 teachers”; and

5 (ii) by inserting “and early childhood
6 educators” after “new teachers”; and

7 (G) in subparagraph (I), by inserting “and
8 early childhood educators” after “new teach-
9 ers”;

10 (4) in paragraph (21)—

11 (A) in the paragraph heading, by striking
12 “TEACHER MENTORING” and inserting
13 “TEACHER AND EDUCATOR MENTORING”;

14 (B) in the matter preceding subparagraph
15 (A)—

16 (i) by striking “teacher mentoring”
17 and inserting “teacher and educator men-
18 toring”; and

19 (ii) by inserting “and early childhood
20 educators” after “prospective teachers”;

21 (C) in subparagraph (A), by striking
22 “teacher mentors” and inserting “mentor
23 teachers or, in the case of prospective early
24 childhood educators, mentor early childhood
25 educators,”; and

1 (D) in subparagraph (C), by inserting “,
2 or in a high-need early childhood education pro-
3 gram,” after “local educational agency”; and
4 (5) in paragraph (22)—

5 (A) in the paragraph heading, by striking
6 “TEACHING RESIDENCY PROGRAM” and insert-
7 ing “TEACHER AND EDUCATOR RESIDENCY
8 PROGRAM”;

9 (B) in the matter preceding subclause
10 (A)—

11 (i) by striking “teaching residency
12 program” and inserting “teacher or educa-
13 tor residency program”;

14 (ii) by inserting “, or an early child-
15 hood education program-based preparation
16 program for early childhood educators,”
17 after “teacher preparation program”; and

18 (iii) by inserting “or early childhood
19 educator” after “prospective teacher”;

20 (C) in subparagraph (A), by striking
21 “mentor teacher” and inserting “mentor teach-
22 er or early childhood educator”;

23 (D) in subparagraph (B), by inserting “or
24 early childhood educator” after “the teacher”;
25 and

1 (E) by striking subparagraph (D) and in-
2 serting the following:

3 “(D) prior to completion of the program—

4 “(i) in the case of a prospective teach-
5 er—

6 “(I) attains full State certifi-
7 cation or licensure and, with respect
8 to a special education teacher, meets
9 the qualifications described in section
10 612(a)(14)(C) of the Individuals with
11 Disabilities Education Act; and

12 “(II) acquires a master’s degree
13 not later than 18 months after begin-
14 ning the program; and

15 “(ii) in the case of a prospective early
16 childhood educator—

17 “(I) becomes highly competent;

18 “(II) attains full State certifi-
19 cation or licensure; and

20 “(III) acquires a baccalaureate
21 degree or an associate’s degree not
22 later than 6 years after beginning the
23 program.”.

1 (c) EXPANDING PURPOSES.—Section 201 of the
2 Higher Education Act of 1965 (20 U.S.C. 1022) is
3 amended—

4 (1) in paragraph (2)—

5 (A) by inserting “and early childhood edu-
6 cators” after “prospective and new teachers”;

7 (B) by inserting “and early childhood edu-
8 cators” after “prospective teachers”; and

9 (C) by inserting “and early childhood edu-
10 cators” after “for new teachers”;

11 (2) in paragraph (3), by inserting “and early
12 childhood educators” after “preparing teachers”;
13 and

14 (3) in paragraph (4), by inserting “and early
15 childhood education” before “force”.

16 (d) INCLUDING EARLY CHILDHOOD EDUCATORS IN
17 PARTNERSHIP GRANTS.—Section 202 of the Higher Edu-
18 cation Act of 1965 (20 U.S.C. 1022a) is amended—

19 (1) in subsection (b)—

20 (A) in paragraph (1), by striking “, as ap-
21 plicable,”;

22 (B) in paragraph (2), by inserting “and
23 early childhood educators” after “teachers”;

24 (C) in paragraph (3), by inserting “and
25 early childhood educators” after “teachers”;

1 (D) in paragraph (4)—

2 (i) in subparagraph (A), by inserting
3 “or early childhood educator” after “teach-
4 er”; and

5 (ii) in subparagraph (B), by inserting
6 “or early childhood educator” after “teach-
7 er”;

8 (E) in paragraph (6)—

9 (i) in subparagraph (E)(i), by striking
10 “, as appropriate,”;

11 (ii) in subparagraph (F), by inserting
12 “and early childhood educators” after
13 “general education teachers”; and

14 (iii) in subparagraph (G), by inserting
15 “and early childhood educators” after
16 “special education teachers”; and

17 (F) in paragraph (7)—

18 (i) in subparagraph (A), by inserting
19 “and early childhood educators” after
20 “prepare teachers”; and

21 (ii) in subparagraph (C)—

22 (I) by striking “new teachers”
23 each place the term appears and in-
24 serting “new teachers and new early
25 childhood educators”;

1 (II) by striking “high-need local
 2 educational agency” each place the
 3 term appears and inserting “high-
 4 need local educational agency or early
 5 childhood education program”; and

6 (III) by striking “new teachers’
 7 teaching skills” and inserting “teach-
 8 ing skills of the new teachers and new
 9 early childhood educators”;

10 (2) in subsection (c)(1)—

11 (A) by inserting “and early childhood edu-
 12 cators” after “teachers”; and

13 (B) by striking “teaching residency pro-
 14 gram” and inserting “teacher and educator
 15 residency program”;

16 (3) in subsection (d)—

17 (A) in paragraph (1)—

18 (i) in subparagraph (A)—

19 (I) in the matter preceding clause

20 (i), by striking “, as applicable,”;

21 (II) in clause (i)—

22 (aa) in subclause (II), by
 23 striking “, as applicable,”; and

24 (bb) in subclause (III), by
 25 striking “as applicable,”; and

1 (III) in clause (ii), by striking
 2 “and, as applicable, techniques for
 3 early childhood educators” and insert-
 4 ing “and, for early childhood edu-
 5 cators, techniques,”; and
 6 (ii) in subparagraph (B)(ii)—

7 (I) in the matter preceding sub-
 8 clause (I), by striking “, as applica-
 9 ble,”; and

10 (II) in subclause (IV)—

11 (aa) in item (aa), by striking
 12 “and” after the semicolon;

13 (bb) in item (bb), by insert-
 14 ing “and” after the semicolon;
 15 and

16 (cc) by adding at the end
 17 the following:

18 “(cc) provide culturally re-
 19 sponsive and inclusive learning
 20 environments for all students;”;

21 (B) in paragraph (2)—

22 (i) in the matter preceding subpara-
 23 graph (A), by striking “, as applicable,”;

24 (ii) in subparagraph (A)(ii), by strik-
 25 ing “(as applicable)”; and

1 (iii) in subparagraph (C), by striking
2 “teacher mentoring” and inserting “teach-
3 er and educator mentoring”;

4 (C) in paragraph (5)—

5 (i) in the paragraph heading, by in-
6 serting “AND EARLY CHILDHOOD EDUCA-
7 TOR” after “TEACHER”;

8 (ii) in the matter preceding subpara-
9 graph (A)—

10 (I) by inserting “or early child-
11 hood educators” after “become teach-
12 ers”; and

13 (II) by striking “teaching profes-
14 sion” and inserting “teaching and
15 early childhood education profession”;
16 and

17 (iii) in subparagraph (B), by inserting
18 “or early childhood educator” after “teach-
19 er”; and

20 (D) in paragraph (6), in the matter pre-
21 ceding subparagraph (A), by inserting “and
22 early childhood educators” after “teachers”;

23 (4) in subsection (e)—

1 (A) in the subsection heading, by striking
2 “TEACHING RESIDENCY” and inserting
3 “TEACHER AND EDUCATOR RESIDENCY”;

4 (B) by striking “teaching residency” each
5 place the term appears and inserting “teacher
6 and educator residency”;

7 (C) in paragraph (1)—

8 (i) in subparagraph (A), by inserting
9 “or high-need early childhood education
10 program” before “in the partnership”;

11 (ii) in subparagraph (B)—

12 (I) by inserting “or early child-
13 hood education program” after “re-
14 ceiving school”; and

15 (II) by striking “mentor teach-
16 ers” and inserting “mentor teachers
17 or early childhood educators”; and

18 (iii) in subparagraph (C)—

19 (I) in the matter preceding clause

20 (i), by striking “teaching residents”
21 and inserting “teacher or early child-
22 hood educator residents”;

23 (II) in clause (ii), by striking
24 “teacher mentoring” and inserting

1 “teacher and educator mentoring”;
2 and

3 (III) in clause (iii), by striking
4 “new teachers” and inserting “new
5 teachers or early childhood edu-
6 cators”; and

7 (D) in paragraph (2)—

8 (i) in the paragraph heading, by strik-
9 ing “TEACHING” and inserting “TEACHER
10 AND EDUCATOR”;

11 (ii) in subparagraph (A)—

12 (I) in the matter preceding clause

13 (i)—

14 (aa) by striking “teaching
15 residencies” and inserting
16 “teacher and educator
17 residencies”;

18 (bb) by inserting “and early
19 childhood educators” after
20 “teachers”; and

21 (cc) by inserting “and high-
22 need early childhood education
23 programs” after “high-need
24 schools”;

1 (II) in clause (i), by striking
2 “teacher mentoring” and inserting
3 “teacher and educator mentoring”;

4 (III) in clause (iii)—

5 (aa) in the matter preceding
6 subclause (I), by striking “men-
7 tor teacher” and inserting “men-
8 tor teacher or early childhood ed-
9 ucator”;

10 (bb) in subclause (II), by in-
11 serting “and early childhood edu-
12 cators” after “new teachers”;

13 (cc) in subclause (III), by
14 striking “teaching duties” and
15 inserting “teaching or educating
16 duties”; and

17 (dd) in subclause (IV), by
18 inserting “or early childhood edu-
19 cators” after “teachers”;

20 (IV) in clause (iv), by striking
21 “mentor teachers” and inserting
22 “mentor teachers and early childhood
23 educators”;

24 (V) in clause (vi)—

25 (aa) in subclause (I)—

1 (AA) by inserting “or
2 early childhood education
3 program” after “local edu-
4 cational agency”; and

5 (BB) by inserting “or
6 program” after “such agen-
7 cy”; and

8 (bb) in subclause (II), by in-
9 serting “or early childhood edu-
10 cation” after “teaching”; and
11 (VI) in clause (vii)—

12 (aa) by striking “teaching
13 residents” and inserting “teacher
14 or educator residents”;

15 (bb) by inserting “or early
16 childhood educators” after
17 “teachers”; and

18 (cc) by inserting “or work as
19 an early childhood educator”
20 after “two years of teaching”;
21 and

22 (iii) in subparagraph (C)—

23 (I) in clause (i), by striking
24 “teaching residents” and inserting
25 “teacher and educator residents”;

1 (II) in clause (ii), by striking
2 “teacher residency” and inserting
3 “teacher or educator residency”;

4 (III) in clause (iii)—

5 (aa) in subclause (I), by in-
6 serting “or early childhood edu-
7 cator” after “teacher”;

8 (bb) by striking subclause
9 (II) and inserting the following:

10 “(II)(aa) in the case of a teacher
11 applicant, fulfill the requirement
12 under subclause (I) by teaching in a
13 high-need school served by the high-
14 need local educational agency in the
15 eligible partnership and teach a sub-
16 ject or area that is designated as high
17 need by the partnership; or

18 “(bb) in the case of an early
19 childhood educator applicant, fulfill
20 the requirement under subclause (I)
21 by teaching in a high-need early child-
22 hood education program;” and

23 (cc) in subclause (IV), by in-
24 serting “, or, in the case of an
25 early childhood educator, will be

1 highly competent,” after “Act,”;
2 and

3 (IV) in clause (iv)—

4 (aa) in subclause (I), by
5 striking “A grantee carrying out”
6 and inserting “Subject to sub-
7 clause (II), a grantee carrying
8 out”;

9 (bb) by redesignating sub-
10 clauses (II) and (III) as sub-
11 clauses (III) and (IV), respec-
12 tively;

13 (cc) by inserting after sub-
14 clause (I) the following:

15 “(II) EXCEPTIONS TO REPAY-
16 MENT REQUIREMENT.—An eligible
17 partnership carrying out a teacher
18 and educator residency program
19 under this paragraph shall not require
20 repayment under this clause by a re-
21 cipient if the recipient is unable to
22 complete the teacher and educator
23 residency program, or the service re-
24 quirement, due to—

1 “(aa) extenuating or unfore-
 2 seen financial circumstances,
 3 health reasons, or personal or
 4 family obligations;

5 “(bb) incapacitation;

6 “(cc) inability to secure em-
 7 ployment in a school served by
 8 the eligible partnership;

9 “(dd) being called to active
 10 duty in the armed forces of the
 11 United States; or

12 “(ee) other extraordinary
 13 circumstances.”; and

14 (dd) in subclause (III), as
 15 redesignated by item (bb), by
 16 striking “on grounds” and all
 17 that follows through the period at
 18 the end and inserting “on
 19 grounds not covered under sub-
 20 clause (II).”;

21 (5) in subsection (f)(1)—

22 (A) in subparagraph (B)—

23 (i) in clause (i), by inserting “or early
 24 childhood education program” after
 25 “school”;

1 (ii) in clause (ii), by inserting “or
2 early childhood educators” after “teach-
3 ers”;

4 (iii) in clause (iii), by striking “teach-
5 er instruction and drive teacher and stu-
6 dent learning” and inserting “teacher or
7 early childhood educator instruction and
8 drive the learning of teachers or early
9 childhood educators, and students”; and

10 (iv) in clause (iv), by striking “school
11 environment” and inserting “school or
12 early childhood education program environ-
13 ment”; and

14 (B) in subparagraph (D)(i)—

15 (i) in subclause (I), by inserting “, or
16 in high-need early childhood education pro-
17 grams” before the semicolon at the end;
18 and

19 (ii) in subclause (II)—

20 (I) by inserting “or early child-
21 hood educators” after “teachers”; and

22 (II) by inserting “or high-need
23 early childhood education programs”
24 before the period at the end; and

25 (6) in subsection (g)—

1 (A) by inserting “or early childhood educa-
 2 tor” after “pre-baccalaureate teacher”; and

3 (B) by inserting “or early childhood edu-
 4 cators” before the period at the end.

5 (e) ACCOUNTABILITY, EVALUATION, AND INFORMA-
 6 TION.—Section 204 of the Higher Education Act of 1965
 7 (20 U.S.C. 1022c) is amended—

8 (1) in subsection (a)—

9 (A) in paragraph (1), by inserting “or
 10 early childhood educators” after “teachers”;

11 (B) in paragraph (2), by inserting “, and
 12 early childhood educator retention in the first
 13 three years of an early childhood educator’s ca-
 14 reer” before the semicolon at the end;

15 (C) in paragraph (3)—

16 (i) by inserting “(A)” before “im-
 17 provement”; and

18 (ii) by adding at the end the fol-
 19 lowing:

20 “(B) in the case of eligible partnerships of-
 21 fering programs that lead to State certification
 22 or licensure of early childhood educators, im-
 23 provement in the pass rates and scaled scores
 24 for initial State certification or licensure of
 25 early childhood educators; and”; and

1 (D) in paragraph (4)(F), by striking “as
2 applicable,”; and

3 (2) in subsection (b)—

4 (A) by striking “shall ensure” and insert-
5 ing the following: “shall—

6 “(1) ensure”; and

7 (B) by striking “part.” and inserting the
8 following: “part; and

9 “(2) in the case of an eligible partnership that
10 offers an early childhood education program that
11 does not lead to State licensure or certification as an
12 early childhood educator, clearly indicate that fact in
13 the information provided regarding the early child-
14 hood program through the grant and any reports
15 submitted under this part.”.

16 (f) ACCOUNTABILITY FOR PREPARATION PRO-
17 GRAMS.—Section 205 of the Higher Education Act of
18 1965 (20 U.S.C. 1022d) is amended—

19 (1) in the section heading, by inserting “**AND**
20 **EARLY CHILDHOOD EDUCATORS**” after “**TEACH-**
21 **ERS**”;

22 (2) by redesignating subsections (c) through (e)
23 as subsections (d) through (f), respectively;

24 (3) by inserting after subsection (b) the fol-
25 lowing:

1 “(c) STATE REPORT CARD ON THE QUALITY OF
2 EARLY CHILDHOOD EDUCATORS.—

3 “(1) IN GENERAL.—Each State that receives
4 funds under this Act shall provide to the Secretary,
5 and make widely available to the general public, in
6 a uniform and comprehensible manner that conforms
7 with the definitions and methods established by the
8 Secretary, an annual State report card on the qual-
9 ity of early childhood educator preparation programs
10 that lead to early childhood educator licensure or
11 certification in the State.

12 “(2) ADDITIONAL CONTENT.—Each State re-
13 port card issued under this subsection shall also in-
14 clude an explanation of—

15 “(A) how the State is making early child-
16 hood educators aware of available tax credit
17 programs, scholarship programs, and loan pro-
18 grams; and

19 “(B) how the State is implementing or de-
20 signing flexible early childhood educator prepa-
21 ration programs.”; and

22 (4) in subsection (e), as redesignated by para-
23 graph (2)—

24 (A) in paragraph (1), by inserting “and on
25 early childhood educator qualifications and

preparation in the United States, including the information described in subsection (c)(2)” after “subsection (b)(1)”; and

(B) in each of subparagraphs (A) and (B) of paragraph (2), by striking “teaching force” and inserting “teacher and early childhood educator force”.

SEC. 303. MANDATORY FUNDING FOR TEACHER QUALITY PARTNERSHIP PROGRAM.

Section 209 of the Higher Education Act of 1965 (20 U.S.C. 1022h) is amended to read as follows:

“SEC. 209. AUTHORIZATION AND APPROPRIATIONS.

“There are authorized to be appropriated to carry out this part, and there are appropriated, out of any money in the Treasury not otherwise appropriated, \$300,000,000 for fiscal year 2018 and each subsequent fiscal year.”.

TITLE IV—INCREASING AND EXPANDING TAX DEDUCTION FOR TEACHERS

SEC. 401. INCREASE IN AND EXPANSION OF DEDUCTION FOR EXPENSES OF ELEMENTARY AND SECONDARY SCHOOL TEACHERS.

(a) INCREASE.—

(1) IN GENERAL.—Subparagraph (D) of section 62(a)(2) of the Internal Revenue Code of 1986 is

1 amended by striking “\$250” and inserting “\$500
 2 (\$1,500 in the case of an eligible educator teaching
 3 in a high-need school, as described in section
 4 465(2)(A) of the Higher Education Act of 1965, or
 5 as an early childhood educator)”.

6 (2) INFLATION ADJUSTMENT.—Section
 7 62(d)(3) of such Code is amended—

8 (A) by striking “2015” and inserting
 9 “2018”;

10 (B) by striking “the \$250 amount” and in-
 11 serting “each of the dollar amounts”; and

12 (C) by striking “2014” in subparagraph
 13 (B) thereof and inserting “2017”.

14 (b) EXPANSION TO EARLY CHILDHOOD EDU-
 15 CATORS.—Section 62(d)(1) of the Internal Revenue Code
 16 of 1986 is amended—

17 (1) by striking “who is a kindergarten” and in-
 18 serting “who is—

19 “(A) a kindergarten”;

20 (2) by striking the period at the end and insert-
 21 ing “, and”; and

22 (3) by adding at the end the following new sub-
 23 paragraph:

24 “(B) an early childhood educator (as de-
 25 fined in section 200 of the Higher Education

1 Act of 1965 (20 U.S.C. 1021)) in an early
2 childhood education program (as defined in sec-
3 tion 103 of such Act (20 U.S.C. 1003)) for at
4 least 1,020 hours during a year.”.

5 (c) EFFECTIVE DATE.—The amendments made by
6 this section shall apply to amounts paid or incurred in tax-
7 able years beginning after the date of the enactment of
8 this Act.

○